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NEP 2020: A Tool to Reinstate Indian Knowledge System

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Abstract

All the civilizations of the world have a tendency to respect and maintain their specific traditions. Accordingly, the need of the hour is to evaluate and preserve the useful pieces of the Indian knowledge-system. The present study was conducted for the analysis of the approach and action plan of the National Education Policy 2020 (NEP 20) towards the identification, acceptance and restoration of Indian-knowledge-system. Qualitative research method was followed for the research of the subject under consideration. Collection of research material viz. the data, details and action plans was carried out from secondary sources including the NEP 20, Indian-Knowledge-System Cell of the All India Council for Technical Education and National Manuscript Mission of the Ministry of Culture. The study found that components of Indian Knowledge System in terms of education, innovation, Sanskrit, culture, literature, values, traditions, arts, languages and concerned are discussed in 56 places in the NEP 20. Twenty provisions have been made in the section III of the policy titled 'Promotion of Indian Languages, Art and Culture' for the acceptance, certification and resettlement of the concerned subjects. The vision and mission of the All India Council for Technical Education and the goals and agenda of the National Manuscript Mission also contain measures to give a new identity to the Indian knowledge system. It is clear from the analysis of research material that the NEP 2020 is an effective means of recognition, preservation and restoration of the Indian knowledge-system.

Keywords: *Indian-Knowledge-System, Identity, Preservation, Restoration, National Policy on Education 2020 (NEP 20)*

Introduction

The Indian Knowledge System has been world-renowned for its scientific consensus, comprehensiveness and authenticity. “There is no country on earth where the love for knowledge has been so eternal and so strong, or it has lasted so long (F. W. Thomas 1890)”. His statement has been supported by the Indologists like Max Muller, Schopenhauer, R. Buller, Martin Haag, Jacobi etc. “India is at a place in the study of human mind-brain, civilization-culture and spirituality, which is not possible for any other country to reach. “Whatever is the most valuable, instructive and thought-provoking knowledge in the history of man in terms of languages, religion, mythology, philosophy, meteorology, law, custom, primitive art, science, business and social behaviour; can be found there and only there (in India) and that is the most precious wealth of this country (Max Muller discourse series 1883)”. This statement from the lecture series titled ‘India; what it can teach us’ presents India's contribution towards world community in the most accurate words.

Indian knowledge system is the oldest, most comprehensive and multifaceted repository of facts and information which is oriented towards the worldly and spiritual prosperity of mankind. This knowledge is not limited to just words or information, but has been embedded in the life of the people of this country for centuries. This is the reason why India is famous for the integrity of its culture even after the other civilizations of the world have disappeared. The Government of India, through the Ministry of Education, is trying to collect, disseminate and revive the knowledge dispersed in the fields of traditional science, engineering, technology, architecture, management, economics, arts, crafts, literature, agriculture, etc. Existing provisions of Intellectual Property Act are being used for these campaigns. including the Copyright Act (1957) and the Patent Act (1970).

To revitalize the IKS, through a Research Division within the Union Ministry of Education; the rich heritage and traditions of India will be catalogued and tested for their factuality and usefulness. For this, traditional knowledge written in Indian languages like Sanskrit, Prakrit, Tamil, Pali etc. in various subjects including Science, Music, Dance, Drama, Mathematics, Astronomy, General Science, Technology, Biology, Environment, Ecology, Health, Yoga, Ayurveda, Law, Jurisprudence along with the established traditions of economics, social sciences, psychology, philosophy, management, linguistics, etc. are listed therein. In this direction, there is also a plan for research, testing, publication and updating by specialized scholars to create awareness among the general public about the unexposed knowledge. This project will be operated under the aegis of All India Council for Technical Education. A database of experienced experts, including appropriate individuals, public and private organizations, social groups and NGOs, is being prepared for collaboration in this regard.

Research Objectives

The goal of the present research was to study the contribution of NEP 20 towards identification, standardization, certification, upgradation and dissemination of Indian knowledge-system. Accordingly, the objectives of the research are as follows:

- A. Collection of exemplary pieces of IKS under 2020.
- b. Analysis of the collected fragments from the point of view of restoration of the Indian knowledge-system.
- C. Assessment of the possibility of restoration of Indian-knowledge-system through NEP 20 on the basis of the content analysis.

Methodology

The Government of India has presented a resolution to restore the Indian-knowledge-system through the designated provisions of the NEP 20. For this, policies of identification, compilation, certification, upgradation, expansion and dissemination of IKS have been mentioned in various sections of the policy. Under the present research, these provisions, recommendations and plans have been surveyed, collected and analysed. It is clear from the results available that the provisions of NEP 20 are thoroughly capable, useful and directorial in the restoration of IKS.

Literature Review

The National Education Policy approved by the Union Cabinet on July 29, 2020 is based on the recommendations of a committee headed by renowned space scientist Dr. Krishnaswamy Kasturirangan. It is India's first public-education-policy because it covers the dreams, suggestions and aspirations of all sections of the society including the panchayats, village committees, students, teachers, administrators, experts, scientists, educationists, NGOs and so. The draft of this policy prepared in 2018, was made available in public forums for suggestions and objections. As a result of which more than 2 lakh suggestions were received. After adjusting these, the approved policy was dedicated by the nation and its citizens to themselves. The policy presents a guide-map for updating the Indian education and revival of the IKS through several vociferous provisions in the policy. The mentioning of such provision is presented hereunder:

- 22.1 The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.
- 22.2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages,

and traditions that children can build a positive cultural identity and self-esteem.

- 22.3. The arts form a major medium for imparting culture... Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.
- 22.4. Language, of course, is inextricably linked to art and culture. 22.6. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc.
- 22.8. A number of initiatives to foster languages, arts, and culture in school children...which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning;... including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.
- 22.9. To enable the key latter initiatives... Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4year B.Ed. dual degrees will be developed in these subjects.... Outstanding local artists and crafts persons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study.
- 22.10. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes.
- 22.11. High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.
- 22.12. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners...Towards this direction under '*Ek*

Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

- 22.13. Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications.
- 22.14. India will also urgently expand its translation and interpretation efforts in order to make high-quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established.
- 22.15. Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature... Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.
- 22.16. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects.
- 22.20. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters within the higher education system will be established.

It is clear from the given details that NEP 20 has mentioning of the Indian knowledge, education, innovation, Sanskrit, culture, literature, values, traditions, arts, languages and knowledge systems at 56 places. Out of which 20 have been made under the heading 'Promotion of Indian Languages, Art and Culture' in section 22 of the part III of the policy termed as 'Other Central Issues for Consideration'. In order to comply with these provisions, measures are being taken to establish acceptance, recognition, preservation and propagation of IKS.

Analysis

A section of the Indian and world community has been considering the IKS as fanciful, exaggerated and inspired by self-indulgence. Parallel to this, Indian and Western orientalists have been presenting its rationality, accuracy and authenticity with authentic references. Even after the independence of India, the

western class continued to try to cover the achievements of Vedic and medieval India with official support. But now times are changing. The power and light of truth cannot be further abridged. Indologists from all over the world including India should come forward to revive and restore the IKS for the all-round benefit of mankind. NEP 20 is a powerful means of moving forward in this direction.

The policy emphasizes on incorporation of features of traditional knowledge into the curriculum of modern institutions. It recommends to instil in the scholars the feeling of Indian-ness and the pride of being the heirs of the most prestigious civilization of the world. According to the policy, the advanced patriotism will not be limited to the thoughts of the new generation, but will also be included in the behaviour, eloquence and personality. Through this, symbiosis in education, global welfare, sustainable and inclusive development, commitment to human values, human rights and duty will be developed. All these subjects are guided by the rich heritage of ancient IKS.

Describing knowledge, understanding and truth-searching as the basic elements of traditional Indian thought and philosophy in education policy, its compliance has been considered as an integral component of education. It also underlined that the goal of education in ancient India was not merely the acquisition of knowledge; Rather it was also aimed at ensuring the fulfilment of life through self-realization. This has been the reason that Indian civilization, culture and philosophy have had a universal and all-round influence on the whole world. This policy underscores the fact that the Gurukuls, councils, tolls, constituents and universities like Nalanda of ancient India set the highest peaks of creation, preservation, expansion and dissemination of knowledge through multiple teaching and research, and to provide scholars and students from all over the world. attracted. All these facts are strong evidence of the excellence, acceptance and contemporariness of IKS.

Conclusion

Education Policy 2020 recommends that IKS Cells should be established in all universities, management-institutes, scientific and technical units of India with government funding. Through these, by research and publication on the rationality, accuracy, practicality and future possibilities of the knowledge compiled in texts, manuscripts, commentaries related to traditional science, commerce, economics, yoga, health, humanities, administration, medicine, management, language etc. The glory of knowledge and tradition should be restored. Arrangements for collection, computerization, study, research and publication of manuscripts are necessary in such institutions. The knowledge revived through this medium should be compiled into a permanent knowledge base i.e. Knowledge Repository for nationwide and global dissemination. To link the IKS with the economy, organize research sessions, seminars, workshops etc. Keeping in view the 'Yadrajya Na Rakshati, Samoolam Tadvinshyati', an effective strategy should be made to comply with the provisions regarding making Sanskrit and Indian languages as the medium of instruction. In the curriculum

of schools and universities, according to the IKS, the study of self-discipline, virtuousness, nationality, human values and the related material should be compulsorily done.

The quality of appreciation of national identity and adherence to traditional knowledge, philosophy and culture is seen in all the advanced countries of the world. The new pedagogy encapsulates the aspiration to connect learners with self-realization with livelihood and self-pride with modernity. It is hoped that by the restoration of IKS through National Education Policy 2020, India will again earn the glory of world guru by becoming free from the curses like illiteracy, immorality, crime, fear, corruption and terrorism.

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